

## **National Standards User Guide**

### **Introduction**

The National Standards for Governance Professionals and Services have been updated and re-designed from their first publication in 2004/5. The materials form a flexible resource and are presented in an easier reference style to maximise regular use.

The materials are divided into two parts:

- Standards and resources supporting whole service performance
- Standards and resources supporting individual professionals' performance

The purpose of the service standards is to facilitate and enable the delivery of consistent high quality services to governors across the country. The materials published in 2005 have been widely used to assist whole service development, self-evaluation and quality assurance.

The purpose of the individual professional standards is to assist the design and development of professional roles within governor services, in relation to school improvement. The materials demonstrate how these roles link with other children's service professionals in local authorities and schools. Since 2004 these resources have been used by governor service professionals to clarify roles, support performance management and to promote continuous professional development.

### **Part One: Service Standards**

The service standards have six key aspects

- Assuring governing bodies operate in accordance with statutory requirements
- Assisting the development of governing body effectiveness and capacity
- Managing and promoting governor recruitment, retention and recognition
- Managing and promoting governor training
- Promoting efficient and effective administrative support to governing bodies
- Promoting governor networks
- Fulfilling key functions within local authority framework'

Each key aspect presented in the standards provides a description of the area of activity. This is preceded by a useful key aspect template, which indicates in a non-prescriptive manner:

- a) what should be included in each area
- b) what provision might include
- c) what outcomes should include

The templates form the core of the service standards and clarify good practice in governor support and desirable outcomes. The outcomes can be viewed as success criteria, which can be used by governance professionals as a focus for service improvement.

Co-ordinators of Governor Services (COGS) have shared benchmarking data for a number of years. Trend data, benchmarked against national averages and the performance of similar local authorities provide an opportunity to measure outcomes comparatively across the key aspects. In this way the service standards encourage both support and challenge for local authorities to sustain service improvement.

## **Part Two: Professional Standards**

The role of governor service professionals within children's service authorities is to lead on and support the local authorities' role in developing school governing bodies to promote high standards in all schools and the welfare of pupils.

The job descriptions and person specifications are included to help with the appointment of new members of governor services teams. The professional standards are designed to help governor services staff to move forward in their professional development. They are also a key driver in the successful delivery of the Service Standards.

The key elements of such roles will be addressed in different areas of the local authority service or in a co-ordinated unit dedicated to provide support for governing bodies. What is crucial for each authority is that strong connections exist between the various elements of the service.

Without integration the local authority will not be effective in addressing school improvement issues, governance and the welfare of pupils.

The professional standards provide a framework that covers the range of work within the local authority that relates to governance in its schools.

At governor services level the framework is valuable in identifying work at strategic, management and operational levels. It also helps in the development of service aims, priorities, collaboration and effectiveness. The materials may be particularly supportive in managing change.

For managers and individual members of staff, the framework supports the development of job descriptions, person specifications, the auditing of skills, knowledge and abilities, definition of targets for performance management and the setting of continuous professional development. The framework can be used to create a job description for an individual member of staff, which can be linked to the appropriate competencies in the accompanying competency framework.

The professional standards provide a competency framework, which mirrors as closely as possible that for other education and children's services professionals. The framework is based upon criteria, which have been developed for accreditation and the further professional development for those working in governor services. There are six units being used for the awards scheme:

- Developing Self and Others in Education and Children's Service (Governor Services)
- Professional Leadership to build Capacity in Governor Service Development
- Accountability (evaluating practice) in school governance and governance of other services for children

- Promoting good governance in schools and other organisations providing services for children
- Working with and developing organisations in governor services, education and children's services
- Developing and Sustaining Partnerships in Education and Children's Services, including Governor Services

Each of the six units is described and broken down into appropriate elements for clarity. A summary of required outcomes is provided together with assessment requirements.

## **Appendices**

The appendices in the National Standards provide additional material and resources to support the development of individual professionals and services. The appendices are as follows:

- 1) Local authority self-evaluation and the use of quality frameworks
- 2) National standards for education improvement professionals
- 3) Governor Mark, the national standards for governing bodies

## ***The Context***

The original objective in 2004 in producing a distinct set of *National Standards for Governor Services* was to create a framework that could bring definition to the quality and effectiveness of the services provided. It was viewed as important that issues of both process and delivery should be embraced, with judgements supported by validated sources of evidence as with appropriate indicators of quality. The standards have raised the profile of governor services. They have also given recognition to NCOGS commitment to the delivery of excellent governor services.

It is now timely, four years hence, to produce a second up-dated edition of *National Standards for Governor Services* in order to review some of the detailed wording of the first edition while also re-considering the detail of the associated key quality indicators as well as trying to incorporate contemporary issues arising in the rapidly changing world of school governance. The basic format, and indeed much of the content, is unchanged but due cognisance has been taken of feedback from users of the Standards in order to improve and develop the document.

The overall response to the first edition has been highly positive with the idea of National Standards welcomed. Updating and, as far as possible future proofing, (though this is inevitably limited by the regularly changing nature of the area), these Standards will, it is hoped, reinforce their strategic lead to governance.

There is no suggestion that the Standards themselves, or how they are used, are in any way prescriptive and their value and usage will vary according to the local specific circumstances faced by individual governor services teams.

It is imperative to incorporate new issues such as the developing world of school collaborations and federations, new accountability structures and the moves across all local authority work towards increased commissioning, rather than provision, of services. At the same time, the persistent view coming through has been that the Standards only need refining and that a major re-write is unnecessary. The eight Standards contained in the first edition have been reduced to seven by amalgamating numbers 1 and 5, given their considerable overlap and a re-ordering has been carried out.

These National Standards for Governor Services are incorporated into the more widely focused National Standards for Governance Professionals and Services Resource Pack alongside other standards targeted at individuals and job descriptions specifying detailed features of work. Practical exemplar models of successful practice produced by individual local authorities have been added to the resource pack over time and this will continue to be the case.

The key elements identified in the part of the resource pack entitled, "The Scheme Personal Portfolio Development", significantly inform and can be aligned with the aspects that form the detailed National Standards for Governor Services.

## **THE KEY ELEMENTS**

- Developing policy and strategy for all matters relating to school governance
- Ensuring that governing bodies are enabled to fulfil their strategic leadership role in school improvement
- Securing the development, implementation and review of a programme of governor support, training and development
- Ensuring effective links are developed and maintained between the governor service and other services supporting school improvement as determined by the Children and Young People's Plan
- Securing the provision of a cost-effective quality assured governor service responsive to the needs of governing bodies and schools
- Ensuring local authority responsibilities are met
- Using ICT to further support the effective working of governing bodies
- Supporting and contributing to the ongoing development and implementation of the strategic and operational objectives of the local authority taking account of national statute with particular focus on school improvement, governance and management, and children's welfare to ensure the local authority's statutory responsibilities in supporting school governors are identified and met
- Providing at full cost a value for money centrally based clerking service, where appropriate.

The formulation of National Standards for Governor Services has helped to identify the contribution of governor services teams to the work of schools within an overall objective of offering non-prescriptive guidance that undoubtedly will have to be adapted to local contexts. The wide variety of local authorities, large counties and small counties, large, medium and small unitaries plus Dioceses mean that individual governor service teams have to use these Standards in their own customised way sensitive to local circumstance.

Given the place of governor development in local authority school improvement strategies, it is worth noting the publication of the *National Standards for Educational Improvement Professionals* by the Association of Professionals in Education and Children's Trusts (Aspect; formerly NAEIAC) – see Appendix 2. This document provides relevant broad standards that underpin concepts of support to school, and wider educational, improvement and are complementary to this resource pack.

These *National Standards for Governor Services* offer more specific detail within this broader context of service standards for all school improvement services. It has been produced under the auspices of the National Service Improvement Group (NSIG) who operate on behalf of Co-ordinators of Governor Services (COGS). The production of both editions of these National Standards arises from the on-going close collaboration between the Group and Aspect, which seeks to be the 'voice of educational improvement and children's services professionals'.

National Standards specific to governor development and support contribute to a local authority's overall understanding of how to provide a high quality effective service. At the same time, such National Standards need to acknowledge the diversity in organisational bases, systems and delivery prevailing for governor services teams across local authorities. Due cognisance is accorded to developing governor services national and statistical neighbour benchmarking data which provide important indicators of performance, though local circumstances remain strongly influential.

There is an increasing range of benchmark information available, which has now been accumulated over several years. The benchmark information can be used alongside the key aspects that follow in order to promote greater analysis of levels of effectiveness. The seven key aspects represent main areas of activity and the order in which they are presented should not be seen as hierarchical. Additionally, in the descriptors to the seven aspects, there is some inevitable overlap.

**KEY ASPECT 1:****Assuring Governing Bodies operate in accordance with Statutory Requirements****Areas of activity should include:**

Providing information, advice and guidance to governing bodies with regard to their statutory requirements and legal responsibilities.

Keeping governors up to date with a wide range of information, particularly when new developments and issues arise.

**Provision might include:**

Keeping governors informed through a variety of mechanisms, including:

- briefings;
- newsletters;
- website guidance / information;
- reports / information; and
- questionnaires / surveys.

Monitoring full governing body and committee meeting minutes.

Supporting the production of an annual timetable of actions for all governing bodies.

Supporting governing body self-evaluation processes.

Keeping governors updated on contemporary educational developments including Ofsted requirements.

Signposting governing bodies towards model policies.

Maintaining a flexible helpline and advisory service from Local Authority governor support officers.

**Outcomes should include:**

Governing bodies make timely and informed decisions.

Governor vacancies are filled in a timely manner.

A high percentage of Ofsted school inspections rate governing bodies as good or better and describe governing bodies as effective.

## **Key Aspects**

### **1. ASSURING GOVERNING BODIES OPERATE IN ACCORDANCE WITH STATUTORY REQUIREMENTS**

School governance operates within defined statutory frameworks and to stipulated regulations. Support for governing bodies therefore entails ensuring that core functions are met in relation to the establishment of instruments of governance and constitutional requirements are fulfilled.

Despite changes to the school inspection framework, Ofsted retain expectation about the contribution of governing bodies to the quality of provision so creating consequential demands on governor service teams.

Clear information should be provided to governing bodies with regard to contemporary responsibilities for all operational matters including roles, discretions, and delegations, as well as guidance regarding the policies that governing bodies must and may adopt.

Governor services teams also need to understand and help governors to act in accordance with the specific requirements of the different situations in which they function, depending upon the established status of the school e.g. academies, trusts, federations, foundation and voluntary-aided schools. Even if some of these new structural arrangements take away the direct relationship with the local authority in terms of governance, the need for clarity remains at least regarding relationships.

The detailed demands involved in governance of full service extended schools provide additional challenges and need to be appreciated by governor services teams. Equally, the impact of Building Schools for the Future especially with respect to any new facilities management issues represent another modern challenge for governor understanding.

Similarly, when applicable, the special circumstances of schools causing concern, with potential intervention of such measures as the appointment of additional governors or the imposition of an interim executive boards, with their extended powers, need to be managed effectively to support school improvement.

With regard to this standard, as with others, school Ofsted reports have provided valuable insights into governing body performance. The framework operable from September 2005 subsumes detailed judgements on aspects of governance into the overall comments on leadership and management. However, the requirement to judge the overall effectiveness of governance and the clarification that the judgements in the Self-Evaluation Form (SEF) remain the overall responsibility of the governing body ensures that Ofsted grades remain key quality indicators.



Helping governing bodies to meet statutory requirements also depends upon the provision of an effective flow of information. All governors, but especially chairs of governors and those with particular responsibilities, need to be kept up to date with a wide range of information particularly in the light of new developments and initiatives that affect schools. The types of information include legislative requirements as well as the mass of guidance that is available to governing bodies.

It is important that, in providing such information, the detail is as accessible as possible in terms of length and language, using such means as document summaries, the content of which should be relevant to governors focusing on their distinctive role. The same principles pertain to any chief officer reports that are presented.

Advice with respect to regulations and constitution for governing body operation should be as straightforward as possible, with model guidance on the use and interpretation of major documents such as “A Guide to the Law for School Governors” particularly helpful.

Routes to the wide array of sources of published and website information and guidance for governors and governance should be signposted for those governors wishing to consider any matters more fully. Evidence of empowerment in accessing electronic information can differentiate between good or poor practice by local authorities.

Governor services teams need to be knowledgeable about the extensive and growing written material about school governance published by the DCSF and other relevant national agencies. A regular flow of information is normally more appreciated than an occasional bombardment and advice may be necessary with respect to how data is filtered and distributed within the governing body.

The increasing role of ICT in people’s lives has to be taken into account when planning methods of communication, and its sensitive use can be clearly beneficial. Two-way communication through e-governors forums will be particularly beneficial. At the same time it must be remembered that ICT is not an effective means of communication with all governors.

## **KEY ASPECT 2:**

### **Assisting the Development of Governing Body Effectiveness and Capacity**

#### **Areas of activity should include:**

Keeping up to date with changes in governance requirements and good practice.

Developing and disseminating understanding of what constitutes “governor effectiveness”.

Maintaining robust systems for monitoring the effectiveness of governing bodies.

Providing targeted support for governing bodies as required, focusing on the strategic, monitoring and accountability roles of governors.

Providing support for governing bodies to undertake self-evaluation in order to identify strengths and areas for improvement.

#### **Provision might include:**

Maintaining an up to date understanding of what constitutes effective governance, including Ofsted expectations, by appropriate CPD and networking with other governance professionals.

Promoting understanding of what constitutes governing body effectiveness with governors and Local Authority colleagues.

Evaluating the effectiveness of governing bodies using a range of qualitative and quantitative data, such as:

- results of governing bodies’ self-evaluation;
- evaluation of governing bodies by clerks;
- Ofsted reports;
- school improvement partner reports and feedback;
- governor vacancy data;
- governor training attendance data; and
- feedback from Local Authority /school improvement colleagues.

Supporting, challenging and intervening via the provision of training, mentoring, coaching, consultancy, skills development, etc.

Developing mechanisms for governing bodies’ skills audit.

Developing governing bodies’ skills of data analysis.

Promoting governing body self-evaluation/ use of Governor Mark, and providing/brokering external facilitation as appropriate.

**Outcomes should include:**

The Local Authority has an accurate understanding of the strengths and areas for improvement of governing bodies.

Governing bodies have an accurate understanding of their strengths and areas for improvement.

A high percentage of governing bodies are rated highly by school improvement partners.

A high percentage of Ofsted school inspections rate governing bodies as good or better and describe governing bodies as effective.

All Ofsted school inspections rate governing bodies as satisfactory or better

The Local Authority provides prompt and effective intervention to support governing bodies that are deemed to be unsatisfactory by Ofsted or the school improvement partner.

## **2. ASSISTING THE DEVELOPMENT OF GOVERNING BODY EFFECTIVENESS AND CAPACITY**

There are several facets to the provision of targeted support to promote good governance based around the maintenance of robust systems for monitoring the effectiveness of governing bodies and providing the appropriate support, challenge or intervention through training, consultancy or skill development that enhances the level of effectiveness. It is vital for each local authority to be clear on the strengths and weaknesses of all the governing bodies for which they are responsible.

By an appreciation of individual governing body's strengths and weaknesses targeted support can be provided. Performance information on schools adds a crucial dimension to the overall knowledge base of the local authority.

Working with governing bodies needs to be planned around their strategic role within the overall local authority approach to school improvement, i.e. related to a context of concentrated support to raising standards. In addition, guidance on their monitoring and accountability roles will help them to prepare for their essential engagement in the processes of school self-review.

There is an increasing pressure towards Local Authorities rating the effectiveness of governing bodies, a task likely to be led by governor service teams. In such circumstances, it will be how adequately the governing body fulfils its focused school improvement challenges that will be the critical determinant of the rating, which emphasises the importance of effective cross-service links.

Effectiveness has to be monitored using evidence such as school Ofsted reports, where comments on the quality of governance are expressed, together with other appropriate objective data and evidence such as validated school Self-Evaluation Forms (SEFs).

The facility to draw evidence from school Ofsted reports is more limited by the revised framework introduced in September 2005, as any judgements on governance are integrated within the overall comments on leadership and management. Consequently, the SEF and information gleaned by the School Improvement Partner (SIP) or link adviser, as well as other local authority colleagues will be even more crucial. Further changes to the school inspection framework intended for September 2009 are unlikely to add to judgements on governance.

The key contribution of governors to the process through which the SEF is constructed and indeed their ability to conduct self-evaluation of their own operations are themselves vital ingredients of sound practices.

The 'New Relationship with Schools' requires governing bodies to carry the ultimate responsibility for the main judgements in the SEF giving local authorities a key role in supporting the building of the knowledge and skills required.

Support for the development of governing bodies of schools causing concern is one focus, notably in taking steps to address weaknesses in their skills base.

However, an understanding of the effectiveness of all governing bodies is integral to the ability of governor services teams to promote a focus on school improvement and achieve impact. The quality of provision of support plans, additional governors and other forms of assistance, and the reduction in the number of under-performing governing bodies in an authority are markers of competent service providers.

Equally, it is important that all governing bodies are aware of their own strengths and weaknesses and they are accorded access to self-evaluation techniques. There have been a number of successful tools developed by authorities to assist in this work, which have proven track records of improving performance. Supporting governing body development involves a range of approaches – from promoting the school's responsibility for the induction of individual governors through providing high quality advice on specific procedures and behaviour in meetings as well as to providing facilitating, mentoring, coaching and consultancy services.

The distribution of suggested annual business planning schedules to governing bodies is helpful in promoting general procedural awareness, while specific guidance is necessary for the management of particular issues, such as support for complaints or exclusion hearings and appeals.

Other specific procedural assistance may be required, for example, with the administration of parent governor elections, organising parental consultation or Headteacher appointments. Additionally, governing bodies require support in developing their knowledge of delegation arrangements and of how to embody an effective committee structure to deal with the range of often inter-connected business.

Any moves to smaller, highly skilled governing bodies with a strengthened strategic role, together with a relaxation of the prescriptions on constitutional make up, have major implications for effectiveness and capacity. Coverage of the necessary skills, talents and experiences becomes more pressured in smaller governing bodies.

A heightened strategic role provides a test for governors in how they challenge the school and identify and deal with areas for improvement. In turn this creates significant issues for governor services in how they support and help facilitate such capabilities.

The impact of smaller governing bodies also requires a different consideration of how business is managed with notions of 'champion' or 'lead governor' replacing committees. The chair's role in promoting governing body effectiveness is already crucial but is heightened in a scenario of smaller governing bodies.

The basic objectives of enabling governors to develop skills of self-review and be independent, discerning and effective procurers of support and relevant services places the emphasis firmly on developing particular competencies in relation to school improvement. Enhancing governors' ability to provide challenge to schools as well as support is crucial. The skills of data analysis, for instance, are fundamental to governing body competence.

It is vital that governors are assisted in being capable of responding to the on-going changes in the world of education with many developments and initiatives prevalent at any time.

With regard to the children services developments, governors need to be fully acquainted with their roles and responsibilities in their schools delivery of the five outcomes of the Every Child Matters agenda and with government guidance for schools' work in this respect. The current DCSF chart showing the 'Outcomes Framework' is represented in Appendix 3 as is an analysis of key roles and responsibilities of governors as related to the 'Five Outcomes' form.

In overall terms, regarding the development of governing body effectiveness and capacity, the promotion of school autonomy and the reduction in any residual dependence culture are key features of governor support.

**KEY ASPECT 3:****Managing and Promoting Governor Recruitment, Retention and Recognition****Areas of activity should include:**

Keeping accurate data on membership details and monitoring governor vacancies.

Promoting recruitment and retention strategies which will strengthen the effectiveness of governing bodies taking into account appropriate skills and under represented groups

**Provision might include:**

Maintaining and monitoring a governor recruitment strategy.

Maintaining accurate data on governing body membership and vacancies.

Targeting support for governing bodies with specific recruitment and retention issues.

Assisting schools in the administration of parent and staff governor elections.

Administering a system for the appointment of LEA governors.

Supporting governor recruitment events and promoting publicity.

Working collaboratively with The School Governors One Stop Shop.

Supporting and promoting governor recognition events / awards / publicity.

**Outcomes should include:**

Governing bodies have low vacancy levels, benchmarked nationally, regionally and against statistical neighbours.

Governing bodies are representative of their communities.

Increased participation of significantly under represented groups

Governing bodies have a low governor turnover.

LEA governor vacancies filled in a timely manner.

### **3. MANAGING AND PROMOTING GOVERNOR RECRUITMENT, RETENTION AND RECOGNITION**

Maintaining an accurate and up-to-date database of governors is a key element of effective governor services. Vacancy monitoring is essential, with prompt action taken so that schools can ensure that any vacancies are kept to a minimum. Governors need to be made clear about the demands of the role before they take it on, including expectation of training. A strong partnership with diocesan authorities with regard to the appointment of (foundation) governors is important.

With the increased focus on safeguarding, the importance of ensuring CRB checks are completed when required, presents another factor to be considered.

Data on governors' gender, ethnicity, disability and age should be collected to enable the monitoring of different groups' representation. Governor recruitment initiatives should be targeted to redress gaps in the whole governor force profile, with particular efforts aimed at maintaining a suitable number from black and minority ethnic groups and other traditionally under-represented groups. This can be linked to the work emerging from impact assessments of the local authority Equality Standard. Governors from under-represented groups may require particular consultation or support.

The appointment of Local Authority governors should be managed efficiently. Clear operational guidance to elected members to ensure clear and efficient appointment procedures and practice, meeting the requirements of the relevant legislation, is necessary.

Schools should be furnished with advice and support on parent and staff governor elections, as well as with regard to filling community governor places and the use of associate member positions so that a range of particular experience and skills is available. It is important for each governing body to be aware of all individual governors' termination dates in order for them to be proactive in recruitment; to assist with all elements of governor turnover, retention issues, and to refresh the representative and skill base.

The booklet *Succession Breeds Success* (available from the NCOGS website) provides a range of suggestions about governor recruitment to promote effectiveness and how future leaders of the governing body can be developed.

Awareness of the work and record of the School Governors' One-Stop Shop (SGOSS), a national charity, promoted by government in conjunction with private sector partners to engage school governor volunteers with transferable management skills, adds a further dimension to recruitment possibilities.

In a number of local authorities, retention strategies are key to good practice, based on governor turnover data. Maintaining precise records of individual governor's service creates the facility for appreciative recognition to be reflected in newsletters or circulars and by commemorative occasions. National awards to governors give a



potential further route for recognising outstanding contributions to school governance.

**KEY ASPECT 4:****Managing and Promoting Governor Training****Areas of activity should include:**

Promoting high quality governor training led by excellent trainers through a range of quality-assured providers.

**Provision might include:**

Publishing a comprehensive programme of courses covering the development needs of governors and governing bodies, including new developments, both locally and nationally, and those linked to local authority identified priorities.

Delivering training by means of a cost-effective and quality-assured service level agreement.

Holding governor conferences.

Facilitating flexible and responsive bespoke training to governing bodies.

Signposting to e-learning and distance learning opportunities.

Holding regular consultations with governing bodies and governor associations.

Maintaining effective quality assurance systems by means of a robust evaluation of training, trainers, methods and impact, including later reviews of training sessions.

**Outcomes should include:**

High take-up of Local Authority training by governors, benchmarked nationally, regionally and against statistical neighbours, including equality of access.

A high percentage of governors and governing bodies rate the training provided as good or better.

The Local Authority has improved ways of working within governing bodies.

The Local Authority has an accurate knowledge of the skills of governors.

A high percentage of Ofsted school inspections rate governing bodies as good or better and describe governing bodies as effective.

#### **4. MANAGING AND PROMOTING GOVERNOR TRAINING**

Good governor training and support is crucial to ensuring governing bodies' effectiveness in fulfilling the vital functions demanded of them especially with regard to new developments as portrayed in recent government legislation, regulations and strategy documents. The Children and Young People agenda is central to this task.

The nature and content of training must lead to governors being able to access up-to-date and precise information, understand their responsibilities and develop ways of carrying them out and promote the necessary associated skills. Wherever possible, programmes should be developed collaboratively with governors, so that particular needs are met. This extends to induction, with the National Training Programme for New Governors being an essential tool in building better performance.

Training provision should concentrate on the key governor roles of providing strategic direction, acting as a critical friend and providing accountability, with the emphasis on those activities that promote school improvement most directly, such as monitoring and evaluation, self-review and the use of data. The nub of training has to encourage governors' facility to "know their school well" and to provide appropriate challenge and support to the school in raising or maintaining high standards.

Consequently, governors need to be furnished with detailed information regarding all national and local training programmes with local provision, particularly in-house or within a local cluster of schools, being developed to ensure accessibility and relevance. National courses, centrally organised courses, in-house and cluster training and consultancy, conferences and new opportunities in e-learning, all represent valid training opportunities. Locally provided courses should include both authority-wide provision on major issues and governor skill development as well as bespoke packages for individual, or groups of, governing bodies.

Effective governor training requires quality assured, excellent trainers with a good understanding of the frameworks determining the governance of schools. Such trainers require appropriate skills and abilities with empathy for, and understanding of, the contribution that governors can make to education and school improvement. The ability to communicate with and facilitate the learning of adults drawn from a wide spectrum of knowledge and experience bases demands highly distinctive skills.

Governor skill development can also benefit from other forms of support provided through governor service teams including coaching, mentoring, sharing good practice and advice.

Governor training needs are dynamic as new government initiatives flow through. Apart from the broad spectrum of children's services developments, a range of curriculum changes including 14 - 19 developments new governor responsibilities such as community cohesion add to the potential training menu. Training related to effectiveness, including the skills of self-evaluation, further extend the agenda while the possibilities arising from technological advances with E-learning facilities impact on delivery mechanisms.

The impact and quality of governor training needs to be monitored and evaluated by a variety of methods, including feedback from recipients so that the content, trainers and methods of delivery are regularly reviewed and adapted. Training must make a difference to performance in schools, and local authorities need to capture impact data. It has to be appropriate to a variety of adult audiences with differing needs and levels of knowledge offering a suitable mix of different activities while allowing the opportunity for governors to raise questions and concerns and receive answers.

The facility for chairs of governors and headteachers to be engaged in joint training for a number of aspects of the programme should be encouraged, as related to their joint leadership of schools. Equally, in order to meet the wide range of individual needs, distance-learning and e-learning provision should be incorporated, where appropriate, as well as the prospect of formal accreditation for governors, such as access to a BTEC advanced certificate or other course providing personal development opportunities.

## **KEY ASPECT 5:**

### **Promoting Efficient and Effective Clerking of Governing Bodies**

#### **Areas of activity should include:**

Facilitating access to a consistently high quality standard of clerking for all full governing body meetings and, where possible, other delegated committees.

#### **Provision might include:**

Delivering a professional clerking service by means of a cost-effective service level agreement.

Seeking feedback on the quality of the clerking service.

Making the following available, for all clerks to governing bodies:

- training sessions;
- access to the National Training Programme for Clerks to Governing Bodies and subsequent accreditation;
- briefing sessions;
- legal updates;
- guidance;
- advice;
- E-learning opportunities; and
- exemplars of agenda and minutes, as appropriate.

#### **Outcomes should include:**

A high percentage of schools with quality assured clerking to national standards, however provided.

A high percentage of governors and governing bodies rate their clerking service as good or better.

A high percentage of clerks to governing bodies take up the clerks' development sessions including briefings etc.

High quality minutes recording governors' decisions at full governing body and committee meetings.

A high percentage of Ofsted school inspections rate governing bodies as good or better, supported by an effective and efficient clerk.

## **5. PROMOTING EFFICIENT AND EFFECTIVE CLERKING OF GOVERNING BODIES**

Issues of efficiency and effectiveness will inevitably relate to the particular investment in, and priority accorded to, governor services in each local authority. Notably the provision of clerking services varies greatly with a near 100% take up by all schools in some local authorities; to much more mixed provision in others with most schools making their own arrangements.

However managed, it is imperative that governing bodies are provided with, or are aware of how to ensure, a consistently high quality standard of clerking service for all full governing body meetings and for other specific committees. The briefing and training of clerks on both information and advice for governors and on their own role, needs to be effective. Advice should be readily available to clerks on all pertinent matters and where the arrangements for meeting is fully delegated by the authority, it remains appropriate to provide guidance and models for the operation of governing bodies such as exemplar agendas and minutes.

The back-up guidance in support of the clerk or in clarifying sound procedures - if service is fully provided at school level - must be carried out efficiently. Processes and procedures such as keeping absentees informed, expeditious chasing up of outstanding issues and turning around minutes promptly are examples of levels of efficiency and effectiveness.

All clerks require a base of sound knowledge and an appreciation of school governance, including procedural proprieties; qualities which highlight the value of training. All activity must be focused on meeting the wide-ranging needs of governors in the fulfilment of their duties and in a variety of situations. Clerks need advice on supporting the chair of governors effectively, in response to specific school pressures.

The National Training Programme for Clerks to School Governing Bodies is a key driver in raising standards, and offers a basis for professional development of clerks with its accreditation scheme. Clerks' Awards, locally and nationally, assist in publicising good practice. However, many local authorities prefer to offer professional development of clerks through local training and through one to one sessions and in some cases have developed their own accreditation systems for clerks. Induction packs for clerks present another way of promoting effectiveness.

**KEY ASPECT 6:****Promoting Governor Networks****Areas of activity should include:**

Facilitating governor involvement in governor networks, both nationally and locally.

Supporting governing bodies to work in partnership.

**Provision might include:**

Facilitating access to governor forums and strategies to support networking, including collaboration, federation, trusts, community cohesion, extended services or whatever.

Promoting access to websites devoted to governance.

Supporting joint working and collaboration.

Promoting the sharing of good practice.

Facilitating links with governor associations.

Promoting new models of governance.

**Outcomes should include:**

A high percentage of governors attend forums and consultation events.

Increased effective collaborative working and federation leading to school improvement.

## **6. PROMOTING GOVERNOR NETWORKS**

Individual governing bodies should be encouraged to work in partnership and indeed many governing bodies are already adept at working in clusters within local authorities and those for church schools linking across a diocese.

Governor services teams should facilitate networks of governors, both locally and more widely. In this respect, it is important that governors are provided with detailed knowledge of national and local governor organisations together with particulars of sources of information. Websites devoted to governance, how to access the DCSF governor helpline and details of the Department's newsletter *Governors* are all key elements.

Governor services teams also need to facilitate effective linkages with local governor associations, NGA branches and appropriate advisory groups to create direct consultative mechanisms and to establish representative mechanisms into local authority policy-making and consultative arrangements (e.g. scrutiny committees, Schools Forum, etc). This role extends to induction and training in governor representation, promoting communication across governors and supporting corporate governance processes.

Developing a strategic approach to sharing of good practice is another facet of effective networking.

The promotion of school networks, cluster working, collaboration and federation is an important area of development in local authorities, and central funding has been applied to increase this activity. Co-operation between governing bodies with regard to new demands, e.g. as the governance of full service extended schools and facilities management, is beneficial.

Understanding the consequences of all premises issues including facility management under the variety of Building Schools for the Future and Private Finance Initiatives schemes offers another potential source for sharing intelligence.

Also, as locality working becomes more established networked activity becomes even more apposite as is the case in responding to neighbourhood based agendas such as community cohesion.

As local authority services reconfigure towards more localised delivery, this activity will grow in significance and the success of an authority to promote networks will be important. There is also developing regional activity, through governor associations and collaboration between authorities. COGS have been at the forefront of authorities working together.

In considering networks, the linkages need to be customised to meet the specific needs of different schools and the communities they serve.



## **KEY ASPECT 7:**

### **Fulfilling Key Functions within Local Authority Frameworks**

#### **Areas of activity should include:**

Governor support service works in line with departmental plans and the Children and Young People's Plan.

Providing efficient administration of local authority statutory functions,

Partnership working with other agencies, both internally and externally to the organisation, enhancing the quality and breadth of delivery.

#### **Provision might include:**

Signposting towards performance management systems.

Pursuing feedback on the service via consultations / surveys / questionnaires.

Monitoring of, and reporting on, service budget, including income generation.

Sharing of information and resources with other local authorities.

Promoting joint training with external and internal partners.

Developing knowledge of the diverse structural arrangements.

#### **Outcomes should include:**

Corporate assessments indicate high quality and efficient service

High percentage of Ofsted reports indicate governance to be good or better

Service provided is judged to be value for money

Positive feedback from surveys / questionnaires

Service awarded quality assurance mark eg Charter Mark, Investor in People, EFQM

Governor service plans enable the local authority to comply with statutory requirements

Evaluation of governor service plans demonstrate impact

## **7. FULFILING KEY FUNCTIONS WITHIN LOCAL AUTHORITY FRAMEWORKS**

Governor development teams have to operate effectively within their organisational setting contributing to evidence of the overall and individual success of school governing bodies. Equally, the quality of internal departmental and corporate liaison directly affects the coherence of responses to governing bodies, within the whole school improvement strategy attracting particular importance.

There is an increasingly diverse structure of school establishments, which now embraces not only Church schools but also Foundation Schools, various forms of Trusts and Academies plus emerging private sector arrangements; therefore, partnership working with the various providers, on behalf of the Local Authority, is essential.

Work has to be performed in line with departmental plans and targeted at meeting the priorities of the Children and Young People's Plan. Equally, governor services teams' planning and quality assurance mechanisms will have to be coherent with the strategic plans of the larger teams of which they are a constituent part and, indeed, with those of the Department or Directorate and local authority as a whole.

If governor service teams are to assure that governing bodies meet their statutory requirements, they need to be adequately associated with other local authority services. In particular, effective co-operative links with "school improvement" services are critical.

Where these are not built in as a result of structural arrangements, it may be necessary to ensure the existence of systems that ensure that governor services contribution to school improvement strategies both generally and in relation to specific schools is galvanised. Information should be passed readily and systematically between governor services and school improvement services and data management systems need to enable a regular and relevant analytical dialogue.

The pressure to be efficient and cost-effective and to operate along business principles is already prevalent in many local authorities. As commissioning, rather than provision, of services by local authorities develops, such existing demands will grow re-emphasising the importance of strong planning and quality assurance systems.

A general quality assurance strategy will benefit from the consistent use of a quality tool. Governor services teams own self-evaluation processes will benefit from the application of e.g. the European Foundation for Quality Management (EFQM) Excellence Model, Charter Mark or some similar model (see appendix 1).

The nature of governor development is now considered within children's services developments. The role of governing bodies as a partner within the provision of integrated multi-agency service delivery to children and young people is key to the successful implementation of the Children Act 2004. Governor services need to develop and enhance partnerships within and outside of the local authority.

An understanding of partnership working and of multi-agency service delivery to children and young people is necessary in managing governor services work within the local authority as well as in supporting governing bodies with their functions. The children's services partners are wide and varied in nature; and in the role of governing bodies and of governor services form a key part in attempts to promote multi-disciplinary team working.

The frameworks for Joint Area Reviews and Annual Performance Assessments made clear that inspections pay particular attention to cross-functional service working and the extent to which partnerships and collaboration improve the quality of service delivery to and experiences of young people. Changes to the local authority inspection regime are unlikely to alter this general thrust greatly but will probably place even greater emphasis on effective self-evaluation.

Thus, governor services teams must consider the effects of these developments on their own and on school governance arrangements, and have to be aware of the full range of children's services and how they are integrated for young people within schools.

The extensive variety of structural variations with the increasing use of Interim Executive Boards, the greater number of federations and the ways in which local authorities are reacting to the diversity agenda with trusts and academies all add to the complexities of managing and leading school governance. Equally, helping governors understand new and different accountabilities with extended services, children's centres, consortia and partnership arrangements as found in the delivery of the 14 -19 curriculum reinforce the intricacies of the overall agenda.

Accredited Continuing Professional Development programmes for governor service teams are one way of providing a valuable validation of their ability to respond positively to the wide-ranging pressures.

At a practical level, the internal management of core and traded services has to conform to local authority systems including financial regulations and standing orders. In external relations, specific clarity regarding assurance of school governance being executed according to statutory requirements, influenced by whatever appropriate intervention.

## **CONCLUSION**

These Service Standards need to be applied and considered alongside other recent developments pertaining to the provision of governor development and support. In 2004, collaborative work involving the (then) Department for Education and Skills (DfES), the National Co-ordinators of Governor Services (NCOGS), the Virtual Staff College (VSC) and The Education Network (TEN) produced a part-completed resource pack.

To date, the resource pack offers a scheme for supporting individual professionals' service performance, and thus provides a helpful basis for maintaining personal standards that may be assisted through performance management and continuous professional development. It consists of:

- An overall job description
- Individual job descriptions for strategic, management and operational levels
- Person specifications with national standards so providing an education managers competence framework

These service standards form the second half of the resource pack by offering a plan for supporting whole service performance.

It is important to emphasise that governor services teams will need to decide, how best to utilise the Service Standards, as there will be variations in role and expectations depending upon local circumstances. Irrespective of those circumstances or the degree to which administrative or other services are traded, a customer focus concentrating on governors' needs remains crucial to the successful management of provision. The Standards are proposed as a way of exemplifying how the three nationally recognised roles of governing bodies i.e. strategic, monitoring and evaluation (or 'critical friend') and accountability can be promoted and enhanced through the work of governor services teams.

Reviews of school governance may mean that these service standards will need further revision in the not-too-distant future.

Notions of smaller governing bodies being more effective with governors allowed to focus on the strategic decisions about the school and its future while holding the school to account represents a radical shake up of governance. The adaptation of the stakeholder model of school governance alongside other moves to strengthen "parent power" also has the potential to impact on the work of governor services.

Clearly prescriptive standards are both inappropriate and unfeasible as requirements vary but this document should be helpful to teams at least as long as they customise its use to their individual particular circumstances.

# *The Scheme*

## *THE ROLE OF GOVERNOR SERVICE PROFESSIONALS*

The **main purpose** of the service within local education authorities is to lead on and support the Local Authority's (LA's) role in developing school governing bodies to promote high standards in all schools and the welfare of pupils.

The **key elements** of the role are outlined below and may be addressed in different areas of the LA service or in a wholly coordinated unit dedicated to support for governing bodies.

What is crucial for each authority is that strong connections exist between the various elements of the service. Without them, the LA will not be effective in addressing school improvement issues, governance and the welfare of pupils. Integrated support within the authority linked to school improvement, leadership and management, and pupils' welfare increases the effectiveness of governance in schools and in the provision of quality services.

## *THE KEY ELEMENTS*

- Developing policy and strategy for all matters relating to school governance
- Ensuring that governing bodies are enabled to fulfil their strategic leadership role in school improvement
- Securing the development, implementation and review of a programme of governor support, training and development
- Ensuring effective links are developed and maintained between the governor service and other services supporting school improvement as determined in the LA's strategic plans
- Securing the provision of a cost-effective quality assured governor service responsive to the needs of governing bodies and schools
- Ensuring LA statutory responsibilities are met
- Using ICT to further support the effective working of governing bodies
- Supporting and contributing to the ongoing development and implementation of the strategic and operational objectives of the LA taking account of national statute and policy with particular focus on school improvement, governance and management, and pupils' welfare to ensure LA's statutory responsibilities in supporting school governors are identified and achieved
- Providing at full cost a value for money centrally based clerking service, where appropriate

## *THE JOB DESCRIPTION FRAMEWORK*

The **three job descriptions**, in the strategic, managerial and operational areas of work, provide a framework from which individual job descriptions can be developed. The job description framework covers the range of work within the LA that relates to governance in its schools. It has been produced by the representatives of NCOGS, as part of a mapping exercise, to cover the work of the LA, Governor Services teams and individual members of staff.

At LA level, it is helpful in terms of its organisation to define how Governor Services links in with the Education Development Plan/Single Education Plan. This may prompt an internal review.

At Governor Services level, the framework is valuable in identifying its work at the strategic, management and operational levels. It also helps in the development of service aims, priorities, collaboration and effectiveness. The materials may be particularly supportive in managing change. For managers and individual members of staff, the framework supports the development of job descriptions, person specifications, the auditing of skills, knowledge and abilities, definition of targets for performance management and the setting of continuous professional development priorities.

#### *HOW CAN THE JOB DESCRIPTION FRAMEWORK BE USED?*

The job description framework reflects the work and diversity of governor support to schools within a LA. The three job descriptions in the strategic, management and operational make up the job description framework. Parts of each job description can be used to create a job description for an individual member of staff.

# *Operational Job Description*

The purpose of the job is to contribute to and support the Local Authority's (LA) role in school improvement through the development of effective governing bodies, implementing statutory responsibilities as directed

## **Summary of Responsibilities and Personal Duties**

### **Key Area:**

#### **School Improvement**

- To provide advice, guidance and support to governing bodies, headteachers, the Director of Children's Services, councillors, and clerks on education legislation, council policies/guidelines and school management and governance issues
- To identify and disseminate governing bodies' good practices to other schools
- To work with assigned school improvement officers and SIPs in relation to schools causing concern on issues relating to governance
- To contribute to governing body self review in order to support governing body effectiveness and capacity
- To contribute to the work of officers working with SMTs and governing bodies to challenge and support governing body effectiveness
- To provide support for "additional governors" and Interim Executive Boards (IEBs)

#### **LA Statutory Duties**

- To contribute to the provision of strategic advice, interpretation, guidance and support to the Director of Children's Services, governing bodies and LA officers on education legislation, council policies/guidelines and school management issues
- To contribute to the implementation of changes to Instruments of Government as may be necessary
- To arrange consultation on and implementation of agreed documents with the appropriate agencies
- To contribute to the effective and efficient appointment of LA governors to school governing bodies
- To assist governing bodies in ensuring that governor vacancies (other than LA) are filled
- To assist schools with the development of school and governing body policies, and in consultation with other agencies as appropriate

#### **Service Provision**

##### ***Governor Development***

- To support the implementation of the Governors' Development Programme
- To assist governors and headteachers and other members of the Department on training, development and support required

##### ***Clerking (where provided)***

- To prepare draft governing body meeting agendas, ensuring compliance with the statutory requirements
- To contribute to the provision of the Clerking Service for governing bodies
- To provide information, training, development and support for clerks
- To ensure that governing body resolutions/reports are disseminated appropriately
- To provide a Clerking function to a specified number of schools (as required)

#### ***Other services to governors and headteachers***

- To support the implementation of the Governors' Development Programme

#### ***Service planning, financial and management information***

- To provide information, guidance and support through newsletters, websites, helplines, guidance notes, etc
- To assist with the procurement and brokerage services to governing bodies and schools
- To make available relevant benchmark data which can be applied to support service planning
- To provide statistical analysis of performance
- To use ICT systems to provide schools, governing bodies and the LA with all necessary information, and to monitor effectiveness of systems
- To ensure that monitoring reports are completed regularly
- To ensure that statutory returns are made as necessary/requested
- To manage assigned financial systems and processes as determined by department financial regulations

#### ***Staff management***

- To be responsible for own continuing professional development
- To ensure the provision and dissemination of necessary health and safety information, and to monitor effectiveness

#### ***General***

- To maintain current knowledge and awareness of implications of local, regional and national initiatives
- To support the Department's point of contact with the various Diocesan and Foundation Authorities on all matters relating to governance, management and training, and to foster good working relationships
- To undertake such other duties for the work of the Department, appropriate to the post, as may be assigned
- To ensure that the principles and practices of equal opportunities and anti discriminatory practice are applied by all staff in the Service and in all training and development activities overseen by the Service



## *Management Job Description*

The main purpose of the job is to lead and support the Local Authority's (LA) role in developing school governing bodies to promote high standards in all schools. The postholder will provide professional leadership and management for the Education Service by:

- Developing and implementing programmes of training, support and development to ensure that governing bodies are enabled to fulfil their strategic leadership role
- Maintaining links between the governor service and other services supporting school improvement
- Providing a cost-effective governor service responsive to the needs of governing bodies and schools
- Delivery of LA statutory responsibilities
- Supporting and contributing to the ongoing development and implementation of the strategic and operational objectives of the LA, taking account of national statute and policy with particular focus on school improvement, governance and management, to ensure the LA's statutory responsibilities in supporting school governors are identified and achieved
- Providing at full cost a value for money centrally based clerking service, where appropriate

### **Summary of Responsibilities and Personal Duties**

#### **Key Areas**

##### **School Improvement**

- To work with the governing body, in partnership with the headteacher, to ensure their capacity to focus on raising standards by having a significant strategic influence on school improvement
- To promote and develop the achievement of effective links between colleagues and governor services and other school improvement services, sharing knowledge and information as appropriate
- To provide advice, guidance and support to governing bodies, headteachers and clerks on education legislation and school management and governance issues
- To ensure that governance issues are appropriately reflected in the development, implementation and monitoring of LA strategic plans
- To identify and disseminate governing bodies' good practices to other schools
- To work with assigned school improvement officers and SIPs in relation to schools causing concern on issues relating to governance
- To assess the impact of support and training on governing body effectiveness and its contribution to school improvement
- To work with SMTs and governing bodies to challenge and support governing body effectiveness
- To develop, implement and keep under review management advice and support
- To identify and provide support for "additional governors" and Interim Executive Boards (IEBs)

##### **LA Statutory Duties**

- To provide guidance and support to governing bodies and LA officers on education legislation and school management issues
- To ensure changes to Instruments of Government as may be necessary
- To arrange consultation and implementation of agreed documents with the appropriate agencies (Diocesan Authorities, DCSF, etc)
- To contribute to the development of policy, practice and guidance documentation for governors, relating to headteacher recruitment and selection processes including equality issues
- To ensure the effective and efficient appointment of LA governors to school governing bodies
- To support the establishment of new and re-organised schools including working with temporary and IEB shadow governing bodies and coordinating the support from other LA services
- To assist/advise schools with the development of school and governing body policies, and in consultation with other agencies as appropriate

## **Service Provision**

### ***Clerking***

To be responsible for the management and provision of the Clerking Service to governing bodies

To provide a Clerking function to a specified number of schools

### ***Governor Development***

- To devise and implement the Governors' Development Programme
- To contribute to the evaluation and impact of training and support services provided on school improvement
- To contribute to the planning of governor training, ensuring that it recognises and supports national priorities and the Department's aims and objectives, including its strategic plans
- To consult with governors and headteachers and other members of the department on training, development and support required

### ***Other services to governors and headteachers***

- To co-ordinate the provision of regular briefing and consultation meetings
- To liaise annually with appropriate officers to establish the resources from school improvement funding, or other sources, for governor training and development
- To deliver Service Level Agreements between the Department and Governor Services in support of the key areas of the LA's strategic plans and statutory responsibilities, including the delivery and management of the work contained within them
- To manage, develop, deliver and evaluate an appropriate programme of training, information, reference and support for governors, clerks and headteachers in consultation with officers, advisers, diocesan officers, link governors and headteachers
- To oversee the consultancy service to governing bodies and headteachers

- To assist/advise governors and headteachers on the resolution of leadership, management and competency issues

### ***Service planning, financial and management information***

- To act as budget holder, applying all financial regulations and those determined by the LA
- To ensure financial probity
- To ensure the cost effectiveness of all traded services, meeting income targets as necessary
- To provide procurement and brokerage services to governing bodies and schools
- To act upon relevant benchmark data to support service planning
- To ensure statistical analysis of performance is undertaken regularly
- To provide appropriate trading arrangements with governing bodies
- To provide effective, quality marketing and delivery of traded services to governing bodies
- To ensure that ICT systems provide schools, governing bodies and the LA with all necessary information

### ***Staff Management***

- To manage the recruitment, deployment, and secure effective performance of all staff in Governor Services
- To ensure continuing professional development of both staff and self
- To ensure the health and safety of all staff taking account of appropriate contexts
- To be responsible for the effective performance of teams and individuals

### ***General***

- To maintain current knowledge and awareness of implications of local, regional and national initiatives
- To act as the Department's point of contact with the various Diocesan and Foundation Authorities on all matters relating to governance, management and training, and to foster good working relationships
- To represent the Director of Children's Services at meetings as required
- To undertake such other duties for the work of the Department, appropriate to the post, as may be assigned
- To ensure that the principles and practices of equal opportunities and anti discriminatory practice are applied by all staff in the Service and in all training and development activities overseen by the Service

## *Strategic Job Description*

The main purpose of the job is to lead and support the Local Authority's (LA) role in developing school governing bodies to promote high standards in all schools. The postholder will provide professional leadership and management for the Education Service by:

- Developing policy and strategy for all matters relating to school governance
- Ensuring that governing bodies are enabled to fulfil their strategic leadership role in school improvement
- Securing the development, implementation and review of a programme of governor support, training and development
- Ensuring an effective link between the governor service and other services supporting school improvement as determined in the LA's strategic plans
- Securing the provision of a cost-effective governor service responsive to the needs of governing bodies and schools
- Ensuring LA statutory responsibilities are met

### **Summary of Responsibilities and Personal Duties**

#### **Key Areas**

##### ***School Improvement***

- To ensure that governing bodies, in partnership with headteachers, have the capacity to focus on raising standards by having a significant strategic influence on school improvement through helping to share the vision and direction of the school
- To establish and influence the effective links between the governor service and colleagues in other school improvement services, sharing knowledge and information as appropriate
- To ensure the provision of advice, guidance and support to governing bodies, headteachers, the Director of Children's Services, councillors, and clerks on education legislation, council policies/guidelines and school management and governance issues
- To ensure that governance issues are appropriately reflected in the development, implementation and monitoring of the LA's strategic plans
- To ensure that systems are in place to disseminate governing bodies' good practices to be shared with other schools
- To create a system to assess the impact of support and training on governing body effectiveness and its contribution to school improvement

##### ***LA Statutory Duties***

- To ensure the provision of strategic advice, interpretation, guidance and support to the Director of Children's Services, governing bodies and LA officers on education legislation, council policies/guidelines and school management issues
- To ensure the effective and efficient appointment of LA governors to school governing bodies

- To support the establishment of new and re-organised schools including working with temporary and Interim Executive Board (IEB) shadow governing bodies and co-ordinating the support from other LA services

### ***Service Provision***

To establish systems to evaluate the impact of training and support services provided to support school improvement.

To ensure that the planning of governor training recognises and supports national priorities and the Department's aims and objectives including the EDP/SEP.

### ***Other services to governors and headteachers***

- To develop and review the Service Level Agreements between the Department and governor services in support of the key areas of the LA's strategic plans and statutory responsibilities including the delivery and management of the work contained within them
- To establish a consultancy service to individual governing bodies and headteachers
- To advise and make recommendations to governors and headteachers on the resolution of leadership, management and competency issues
- To secure resources to support training and development
- To liaise annually with appropriate officers to establish resources from school improvement funding or other sources, for governor training and development
- To ensure the provision of statistical returns/reports to the DCSF and Ofsted as required

### ***Service planning, financial and management information***

- To ensure the cost effectiveness of all traded services, meeting income targets as necessary
- To ensure relevant benchmark data are available and findings are applied to support service planning
- To ensure statistical analysis of performance is undertaken regularly
- To ensure appropriate trading arrangements with governing bodies
- To ensure effective, quality marketing and delivery of traded services to governing bodies
- To take due account of corporate policies to ensure ICT is used to further support the effective working of governing bodies
- To act as budget holder, applying all financial regulations and those determined by the LA

### ***Staff Management***

- To be responsible for the continuing professional development of staff and self
- To be responsible for health and safety of all staff
- To be responsible for the effective performance of teams and individuals

### ***General***

- To ensure current knowledge and awareness of implications of local, regional and national initiatives are available
- To act as the Department's point of contact with the various Diocesan and Foundation Authorities on all matters relating to governance, management and training, and to foster good working relationships
- To represent the Director of Children's Services at meetings as required
- To undertake such other strategic duties for the work of the Department, appropriate to the post, as may be assigned
- To ensure that the principles and practices of equal opportunities and anti discriminatory practice are applied by all staff in the Service and in all training and development activities overseen by the Service

**Local Authority Self Evaluation**

One of the ways to support Governing Bodies in determining their effectiveness is through the process of Self Evaluation. Many Local Authority Governor Services teams have produced tool-kits to support their Governing Bodies with this activity. It was felt that we could all learn from each other and share our examples and as a result a number of COGS have given permission for their tool-kit to be available via the NCOGS website.

If you have an example that you are willing to share, please contact David Marriott who will be pleased to hear from you – [davidmarriott@wiltshire.gov.uk](mailto:davidmarriott@wiltshire.gov.uk).

## INVESTORS IN PEOPLE

The Investors in People Standard (IIP) provides a flexible and adaptable framework that helps organisations to improve performance and realise objectives through the effective management and development of their people.

The Central Office of Information (COI), the Government's centre of excellence for marketing and communications, has produced a report bringing together research and case studies in respect of IIP. Findings include:

- IIP is now used successfully by over 48,000 UK organisations employing nearly a third of the UK workforce.
- 85% of organisations working with the Standard found it a useful business improvement tool that is relevant and up to date.
- 88% of customers rate the assessment process as “good” or “excellent” and 83% “really value the Assessor’s written report.”

### **Practical benefits of working towards and achieving the Standard include:**

- **Improved Productivity and Cost Efficiency**  
Skilled and motivated people work harder and better, improving productivity.
- **Customer Satisfaction**  
Investors in People is central to helping employees become customer focused, whoever their customers may be. This enables all types of organisations to effectively meet customer needs.
- **Improved Motivation**  
Motivation is improved through employees’ greater involvement, personal development and recognition of their achievements. This leads to higher morale, improved retention rates, reduced absenteeism, readier acceptance of change, and identification with the organisation’s goals beyond the confines of the job.
- **Reduced Costs and Wastage**  
Skilled and motivated people constantly examine their work to contribute towards reducing costs and wastage.

### **Additional benefits include:**

- The opportunity to review current policies and practices against a recognised benchmark



- A framework for planning future strategy and action
- A structured way to improve the effectiveness of training and development activities.

## **THE IIP STANDARD**

The Investors in People Standard is based on three key principles:

**Plan** – Developing strategies to improve the performance of the organisation

**Do** – Taking action to improve the performance of the organisation

**Review** – Evaluating the impact on the performance of the organisation.

All organisations have to meet the same criteria or 'indicators' as other organisations. The Standard does not however prescribe any one method for achieving this, although it provides a framework to help find the most suitable means for gaining success.

At the time of writing, the way that IIP has traditionally been offered is to be replaced by a new approach with the working title of “New Choices”. This has been developed as a more flexible way of using the IIP framework and will be effective from November 2008.

The new approach will allow organisations to have the IIP framework shaped around their specific business needs, ensuring the focus is relevant to the areas where improvement is wanted. It is anticipated that this approach

- a) will be more geared to client requirements and
- b) that the feedback from the assessment will be more valuable by detailing how organisations are performing against these key objectives.

In addition to providing the continued opportunity to be recognised as an Investor in People, the New Choices approach is intended to support longer term organisational development.

# **NATIONAL STANDARDS FOR EDUCATIONAL IMPROVEMENT PROFESSIONALS**

In June 2003, the first National Standards for School Improvement Professionals were launched by (then) the Department for Education and Skills (DfES). These National Standards have had a major influence on both the definition and development of the roles of school improvement professionals and their services.

In particular, the Standards have been used to:

- Target continuing professional development for staff
- Support recruitment processes
- Refine performance management systems
- Support the induction of staff.

The advent of integrated children's services now links educational improvement professionals to other key services to improve the well-being of all children and young learners. Consequently, the Association of Professionals in Education and Children's Trusts (Aspect; formerly NAEIAC) to update the Standards to take account of changing roles and responsibilities.

The revised Standards embrace the need for educational improvement professionals to influence organisational change and development and emphasise the importance of offering professional leadership to schools and their communities, as well as to other organisations and teams of professionals. The Standards recognise the centrality of capacity building to educational improvement, and see that individuals and organisations concerned with improving educational quality and children and young people's well-being need to learn how to adapt to rapidly-changing contexts in order to sustain system-wide improvement.

## **Aims of the Standards:**

- Further improve the quality of work undertaken by individual educational improvement professionals in key roles of professional leadership, ensuring accountability, advancing effective learning and promoting effective partnership working
- Support the development of skills needed to operate effectively in newly-defined working environments and serve as a basis for cross-service working
- Complement existing frameworks of competencies and accountabilities,
- Provide a clear framework for performance management to enhance professional competency and confidence
- Support the development of a framework for continuing professional development

- Provide a basis for accredited level 5, and now level 6 Higher Education awards through a portfolio of work-based evidence

A number of Coordinators of Governor Services have used these National Standards and developed portfolios to contribute to further qualifications.

The revised Standards are built around six key dimensions:

- Developing self and others
- Professional leadership to build capacity
- Accountability – evaluating practice
- Promoting learning
- Working with and developing organisations
- Developing and sustaining partnerships.

Three elements within each Standard cover “actions”, “areas of knowledge and understanding” and professional qualities.

### Governor Mark – the National Quality Mark for School Governance

Governor Mark is a national quality mark that recognises the vital role that governing bodies play in school improvement. It is based on National Standards that have been developed to help to identify and recognize high quality governance. This project is supported by the DCSF and NGA and the first schools to achieve the award did so in 2008. Whilst there is a charge made for assessment, the standards are free and are a very useful tool for all governing bodies to evaluate their performance against best practice.

Governor Mark has been developed by COGS from three local authorities – Oxfordshire Warwickshire and Cambridgeshire, a partnership known as GLM. All documents are free and available on the website [www.glmpartnership.org](http://www.glmpartnership.org).

Governor Mark asks governing bodies to evaluate their work in **eight key aspects**:

<b>Ethos and working practice</b>	<b>The statutory framework</b>
1 Organisation and teamwork	5 Strategic leadership
2 Recruitment and retention	6 Statutory responsibilities
3 Self-review and change	7 Strengths and weaknesses
4 Principles of good governance	8 Support and challenge

In addition, governing bodies are asked to prepare four short **impact statements**:

<b>Impact</b>
1. School Improvement
2. Every Child Matters
3. The Life of the School
4. The Community

Governor Mark is:

- a **non-prescriptive model** which measures the working practices of the governing body and their impact on school performance;
- a scheme that **recognizes that there are many approaches** to achieving sustainable excellence in school governance within the leadership and management structure of the school;
- a mechanism to **achieve accreditation** against an agreed quality standard.
- **developmental**: no governing body is perfect, and this award is not looking for perfection. As governing bodies engage with the standards and are challenged

to show an audit trail of evidence supporting their self-evaluation, this will provide the governing body with a clear agenda for further development.

Governor Mark is also **strategic**. Early work has highlighted the good systems many governing bodies have and the commitment of individuals. It has also shown the need for governing bodies to be sharper in their strategic role to evidence their engagement with school improvement, and demonstrate the impact, which they make; this is a key focus of any assessment.

GLM colleagues are always willing to advise COGS about supporting governors undertaking Governor Mark; contact can be made at [info@glmpartnership.org](mailto:info@glmpartnership.org)

## **Draft Professional Competencies in Governor Services**

This paper is based on the criteria for the BTEC Professional Award and Certificate in Education and Children's Service Development, developed by Aspect and Edexcel. At the NSIG meeting in February 2008 it was agreed to draft an appropriate set of professional standards to sit alongside the Service Standards that are also being revised. It was also agreed that such a competency framework must mirror as closely as possible the award for Education and Children's Service professionals, and colleagues may find it helpful to read this paper alongside the original.

The award is set in six units, where unit 1 is compulsory, and candidates choose two or three other units depending on the level of award they want to achieve.

In this paper, Units 1, 2, 5 and 6 are largely unchanged. Unit 3 concerns accountability and evaluating practice. In the original unit this is about a professional evaluation of a school or other learning establishment. Here Unit 3 explores the evaluation of the quality of governance in such an institution.

The unit that has virtually nothing remaining from the original document is Unit 4. The original Unit 4 focuses on promoting learning, i.e. in schools, so Unit 4 in this paper is about promoting good governance, through strengthening governors' strategic role, improving recruitment, providing high quality training, and supporting governing bodies of schools in difficulty.

This set of competency statements has been agreed at the NSIG workshop in Birmingham on 22-23 July 2008, and is presented to the National COGS Conference in October 2008.

# Unit 1: Developing Self and Others in Education and Children's Service (Governor Services)

## Description of unit

This unit is about developing self and others in order to work successfully with others to improve educational contexts. Candidates will learn how to recognise their own feelings and those of others and manage the resultant emotions. They will use a range of approaches to develop their own abilities and help identify needs, priorities and actions. They will learn how to balance the need for challenge with the need for support in difficult contexts

## Summary of outcomes

To achieve this unit a candidate must:

1. Assess and **manage own emotions and those of others** in a range of contexts within the job role
2. Develop and sustain **relationships with others**
3. **Challenge and support others** in order to lead them towards agreed goals
4. Manage own **time, priorities and workloads** effectively

## Content

1. **Manage own emotions and those of others**  
Recognise and assess own emotions and those of others; how emotions can affect performance of self or others or improvement in a range of contexts; the nature of emotional intelligence and its importance in developing professional relationships and in learning in different contexts; managing emotions to help rather than hinder performance or improvement.
2. **Relationships with others**  
Importance of positive working relationships within teams; approaches to negotiations and actions which will effectively influence others; leadership skills appropriate to the educational context; approaches to coaching and mentoring in a professional context; conflict management techniques; communication skills.
3. **Challenge and support others**  
Why challenge is important; identify where challenge is appropriate; identifying and overcoming obstacles; show decisiveness and determination.
4. **Time, priorities and workloads**  
Prioritisation of work activities (including consideration of critical activities in terms of time and importance); time management; importance of using realistic timescales; meeting deadlines and timescales; planning techniques; best use of available resources; identifying resources; obtaining resources; monitoring techniques; importance of monitoring and making adjustments where appropriate to achieve agreed goals.

## Outcomes and assessment requirements

These are the criteria against which candidates will be expected to collect evidence for their portfolio.

Outcomes	Assessment requirements
	<b>To achieve each outcome a candidate must demonstrate the ability to:</b>
1. Assess and <b>manage own emotions and those of others</b> in a range of contexts within the job role	<ul style="list-style-type: none"><li>a) Assess own emotions about situations and their likely impact on performance and improvement</li><li>b) Assess the feelings of others involved in situations and take account of these feelings in managing the situation</li><li>c) Manage situations positively to enhance performance and support improvement</li></ul>
2. Develops and maintains <b>relationships with others</b>	<ul style="list-style-type: none"><li>a) Work positively with others to achieve agreed goals</li><li>b) Negotiate with others to agree and achieve goals</li><li>c) Take initiative and lead others in achieving agreed goals</li><li>d) Coach and mentor others and facilitate groups where appropriate to achieve agreed goals</li><li>e) Identify and manage conflict to maintain positive working relationships</li></ul>
3. <b>Challenge and support others</b> in order to lead them towards agreed goals	<ul style="list-style-type: none"><li>a) Balance the need for challenge with the need for support</li><li>b) Challenge others where appropriate to overcome obstacles and move towards goals</li></ul>
4. Manage <b>own time, priorities and workloads</b> effectively	<ul style="list-style-type: none"><li>a) Prioritise work activities</li><li>b) Plan activities in line with priorities, timescales and resources available</li><li>c) Monitor workload to achieve agreed goals</li></ul>



## Unit 2: Professional Leadership to build Capacity in Governor Service Development

### Description of unit

This unit is about the leadership skills and qualities required to work towards a shared vision of high quality governance in schools and other provision for children. Learners will look at how they can lead, motivate and inspire stakeholders in governance by creating and implementing a shared vision. They will look at leadership and motivation skills as well as exploring new and different approaches to provision.

### Summary of outcomes

To achieve this unit a candidate must:

1. Formulate and convey a **long term vision** of high quality provision for all governors and boards
2. **Influence and support individuals and organisations** to implement change for improvement
3. **Motivate others** to work towards improvement
4. Explore **creative solutions** and adapt to changing circumstances and ideas

### Content

1. **Long term vision**  
Local, national and global trends in governance; key educational developments and issues; what constitutes quality in provision of services to governors; characteristics of effective provision; stakeholders' values; strategies for raising the impact and engagement of governors and governing bodies on the quality of provision in their school, children's centre, etc; communicating and implementing a shared vision; translating vision into practice.
2. **Influence and support individuals and organisations**  
Different models of leadership and their usefulness; strategic thinking; strategic planning processes; range of learning and teaching strategies; influencing skills; listening and communication skills; identifying type of leadership required to work towards shared vision.
3. **Motivate others**  
Importance of involving all stakeholders in improvement process; motivation techniques; setting ambitious, challenging but achievable targets; characteristics of an effective, professional learning community; inclusion of all stakeholders; empowerment of stakeholders to work towards vision; inspiring others.
4. **Creative solutions**  
Educational trends; new approaches and new models of governance; impact of new approaches and technologies on provision; the change process; impact of change process on people, their motivation, on creativity and innovation; importance of adapting to changing circumstances and ideas.

## Outcomes and assessment requirements

These are the criteria against which candidates will be expected to collect evidence for their portfolio.

Outcomes	Assessment requirements
	<b>To achieve each outcome a candidate must demonstrate the ability to:</b>
1. Formulate and convey a <b>long term vision</b> of high quality provision for all governors and boards	<ul style="list-style-type: none"><li>a) Influence the creation of a long term vision for high quality services to governors</li><li>b) Convey the vision to agencies, partners and lead professionals</li><li>c) Work with agencies, partners and lead professionals to implement the vision</li></ul>
2. <b>Influence and support individuals and organisations</b> to implement change for improvement	<ul style="list-style-type: none"><li>a) Assess appropriate leadership styles and approaches to support improvement</li><li>b) Provide clear leadership to improve the quality of service provision</li></ul>
3. <b>Motivate others</b> to work towards improvement	<ul style="list-style-type: none"><li>a) Evaluate appropriate methods to motivate others to work towards improvement</li><li>b) Work with others to create a shared culture, and positive climate to encourage the creation of an effective, professional learning community</li></ul>
4. Explore <b>creative solutions</b> and adapt to changing circumstances and ideas	<ul style="list-style-type: none"><li>a) Explore creative solutions including the appropriate use of new technologies to aid improvement</li><li>b) Recognise and manage the change process and its impact on creativity and innovation</li><li>c) Adapt appropriately to changing circumstances and ideas</li></ul>

## Unit 3: Accountability (Evaluating Practice) in School Governance and Governance of Other Services for Children

### Description of unit

This unit is about evaluating the impact and quality of governance in schools and other organisations providing services for children, such as children's centres. Candidates will find out what good governance looks like, and how investigation, monitoring, evaluation and feedback can improve and develop governance. They will also explore ways of encouraging rigorous governing body self-evaluation.

### Summary of outcomes

To achieve this unit a candidate must:

1. **Evaluate the quality of governance** in a school, children's centre or other organisation
2. **Make judgements** based on a range of data and challenge weak governance
3. Provide constructive **feedback and valid recommendations**
4. Assist governing bodies in **evaluating their own performance**

### Content

1. **Evaluate the quality of governance**  
Characteristics of good governance at all levels and in all contexts; principles underpinning evaluation procedures; theory and practice of evaluation; evaluation techniques; identification of strengths and weaknesses; relevant performance criteria; importance and commitment to strengthening governance in a wide range of contexts; objective evaluation; accountability for evaluation and outcomes; identifying changes from evidence.
2. **Make judgements**  
Relevant legislation and regulations; sources of information on legislation and regulations and changes in them; consequences of weak governance; gathering evidence and data from a range of sources within the school/organisation and within the wider community; analysis and interpreting of data relating to whole-school outcomes; judging the significance of information about governance gathered from agendas, minutes and other governing body documents.
3. **Feedback and valid recommendations**  
Techniques for feedback; explaining strengths and weaknesses; making recommendations based on evidence; establishing goals on the basis of evidence for improving the impact and engagement of governors with school improvement; change management; presenting proposals to appropriate people
4. **Evaluating their own performance**  
Evaluation tools used by governing bodies; making improvements to performance; building skills and capacity of others to improve the self-evaluation process.

## Outcomes and assessment requirements

These are the criteria against which candidates will be expected to collect evidence for their portfolio.

Outcomes	Assessment requirements
	<b>To achieve each outcome a candidate must demonstrate the ability to:</b>
1. <b>Evaluate the quality of governance</b> in a school, children's centre or other organisation	a) Establish appropriate criteria for evaluation purposes for both accountability and development b) Evaluate the quality and impact of governors' strategic role c) Propose appropriate changes in governing body activity
2. <b>Make judgements</b> based on a range of data and challenge weak governance	a) Ensure the legal and regulatory responsibilities of governing bodies are met b) Analyse contextual data and data relating to overall school performance c) Judge the significance of information in minutes and other governing body documentation d) Challenge underperformance
3. Provide constructive <b>feedback and valid recommendations</b>	a) Provide constructive feedback to governing bodies on the basis of good evidence b) Propose appropriate changes to support improvement
4. Assist governing bodies in <b>evaluating their own performance</b>	a) Appreciate governing body self-evaluation processes and the use of their outcomes b) Assist the governing body in building capacity to evaluate its own performance

# Unit 4: Promoting Good Governance in Schools and Other Organisations Providing Services for Children

## Description of unit

The unit explores ways of strengthening governance in schools and other organisations providing services for children. It includes an increasing emphasis on the strategic role of the governing body, the recruitment and retention of good governors, the management of high quality training programmes and the skills needed to support and advise governing bodies of all schools and children's centres, including those who are experiencing difficulty.

## Summary of outcomes

To achieve this unit a candidate must:

1. Promote **the strategic role of governing bodies**
2. Develop strategies in **recruiting good governors** into governing bodies of schools and other boards
3. Manage the provision of **high quality training programmes** to strengthen governance
4. Provide **appropriate advice and support** to governing bodies of schools in difficulty

## Content

### 1. The strategic role of governing bodies

What strategic governance looks like; relationship between the head teacher and the governing body and their respective roles; refocusing governance towards challenging and supporting school improvement; governing bodies and the five outcomes for children; the role of the governing body in school self evaluation; incorporating governance into school improvement plans; monitoring and evaluating school improvement; effectively holding the school to account; role of the governing body in meeting the needs of vulnerable children; effective systems of delegation of functions that promote strategic governance; effective clerking that promotes strategic governance.

### 2. Recruiting good governors

Strategies for attracting a range of appropriately skilled people into governance; promoting governance in BME and other minority communities; working with business community to provide governors; working with governing bodies to encourage wide stakeholder representation; effective clerking that helps fill vacancies quickly.

### 3. High quality training programmes

Effective training needs analysis; developing an appropriate training programme in consultation with governing bodies; strategies for delivering effective in-house or whole governing body training; developing effective cluster training; developing and delivering training courses; evaluating the impact of training programmes; focused training for governors in schools in difficulty; effective clerking that promotes a training culture

### 4. Appropriate advice and support

Providing appropriate information and advice through newsletters, websites, telephone, governor's meetings and one to one meetings; the impact of human behaviour on quality of governance; indicators of weak governance; systems that promote recovery; coaching governing bodies and/or chairs of governors; promoting culture change in governance; working with other agencies or local authority officers in schools in difficulty; appointment of additional governors; establishment and management of interim executive boards (IEBs); exit strategies following intervention in governance of schools in difficulty; effective clerking that strengthens governing body organisation and practice

## Outcomes and assessment requirements

These are the criteria against which candidates will be expected to collect evidence for their portfolio

Outcomes	Assessment requirements
1. Promote <b>the strategic role of governing bodies</b>	<p><b>To achieve each outcome a candidate must demonstrate the ability to:</b></p> <ul style="list-style-type: none"> <li>a) Assist governing bodies to know the strengths and weaknesses of their school</li> <li>b) Encourage governance to be appropriately incorporated into school improvement strategies</li> <li>c) Advise governing bodies in providing the right balance of support and challenge</li> <li>d) Promote appropriate delegation of powers to committees and individuals</li> </ul>
2. Develop strategies in <b>recruiting good governors</b> into governing bodies of schools and other boards	<ul style="list-style-type: none"> <li>a) Use benchmarking to analyse governor vacancies, measure progress and set targets</li> <li>b) Promote governor recruitment so that governing bodies are representative of their communities</li> <li>c) Work with the business community to recruit governors</li> </ul>
3. Manage the provision of <b>high quality training programmes</b> to strengthen governance	<ul style="list-style-type: none"> <li>a) Develop and provide high quality training programmes</li> <li>b) Use creative and innovative methods to increase governor engagement in development programmes</li> <li>d) Evaluate impact of training using benchmarking data, Ofsted reports, and other sources of intelligence</li> </ul>
4. Provide <b>appropriate advice and support</b> to governing bodies of schools in difficulty	<ul style="list-style-type: none"> <li>a) Provide governors with access to high quality information and advice</li> <li>b) Develop strategies to strengthen governance in schools in difficulty</li> <li>c) Work in partnership with Children's Services and other professionals to secure school improvement</li> </ul>

# Unit 5: Working with and Developing Governor Services within Education and Children's Services

## Description of unit

The unit looks at how candidates can work with and develop educational organisations and the individuals within them to improve standards in governance and educational achievement. They will look at the characteristics of educational and partner organisations and elements of best practice in order to facilitate the improvement of organisational development.

## Summary of outcomes

To achieve this unit a candidate must:

1. Facilitate the **development of organisations** involved in learning
2. **Lead and manage governor services**
3. **Lead and manage projects** to develop organisations
4. **Analyse and share good practice** within and between partners

## Content

1. **Development of organisations**  
Diverse models and structures of organisations; values and belief systems in organisations; effective models of organisational self-evaluation at organisational, group and individual levels; construction, validation and use of indicators to guide and measure organisational development; setting realistic objectives; impact of local community priorities on development of organisations.
2. **Lead and manage governor services**  
Strategic planning; systems thinking; building capacity; leadership styles and their impact on development strategies; business planning; income generation; effective financial management and principles of 'best value'; strategies for identifying and addressing the perceptions and needs of customers; developing service level agreements; managing human resources; performance management and the role of continuing professional development in capacity building; the framework, principles and systems that promote and sustain an effective service; involvement with other agencies (who and with their contribution); facilitation techniques.
3. **Lead and manage projects**  
Project management techniques; using project management as a tool for managing effective development; effective, collaborative and systematic ways of working with partner agencies, voluntary bodies and stakeholders in order to support development; developmental initiatives (local and national); sources of information; current government initiatives.
4. **Analyse and share good practice**  
Sources of information on elements of good practice; lifelong learning and models of learning which extend beyond formal educational contexts; external or internal factors which impede or enhance organisational improvement; the impact of legislation and guidance on the individual and collective actions of partner organisations; sharing information on good practice.

## Outcomes and assessment requirements

These are the criteria against which candidates will be expected to collect evidence for their portfolio

Outcomes	Assessment requirements
1. Facilitate the <b>development of organisations</b> involved in learning	<p><b>To achieve each outcome a candidate must demonstrate the ability to:</b></p> <ul style="list-style-type: none"> <li>a) Help individual and groups of organisations to develop systems thinking and to improve strategic planning and partnership</li> <li>b) Support and moderate organisation self-evaluation processes</li> <li>c) Facilitate organisational development by applying knowledge of the broader context and of good practice</li> </ul>
2. <b>Lead and manage governor services</b>	<ul style="list-style-type: none"> <li>a) Develop strategic plans</li> <li>b) Secure income</li> <li>c) Consult and engage with customers</li> <li>d) Develop an effective team to deliver high quality services</li> </ul>
3. <b>Lead and manage projects</b> to develop organisations	<ul style="list-style-type: none"> <li>a) Lead and manage projects focused on the improvement of individuals, teams and organisations</li> <li>b) Provide information about and access to developmental initiatives</li> </ul>
4. <b>Analyse and share good practice</b> within and between partners	<ul style="list-style-type: none"> <li>a) Analyse to identify elements of good practice</li> <li>b) Share good practice within and between partners</li> </ul>



## Unit 6: Developing and Sustaining Partnerships in Education and Children's Services, including Governor Services

### Description of unit

The unit examines the roles of networks and partnerships in promoting good governance. Candidates will learn about the value of establishing and sustaining partnerships to promote and improve governance and service provision. They will also consider the impact of legislation and regulations on the working of partnerships and networks.

### Summary of outcomes

To achieve this unit a candidate must:

1. **Communicate appropriately with key partners** to promote vision for improvement and gain information for decision making purposes
2. Work with partnerships and networks to **promote effective governance**
3. Establish **statutory responsibilities of partnerships** and ensure they are met

### Content

1. **Communicate appropriately with key partners**  
Communication and influencing skills; key partners including local authorities, local communities, stakeholders, voluntary and community organisations and other agencies working within the community; the role of partnership organisations; sources and reliability of information required for decision making purposes; conditions necessary to sustain effective partnerships; strategies for communicating across a wide and sometimes disparate group of agencies; enquiry based research techniques.
2. **Promote effective governance**  
Governance and its wider community context; establishing and supporting existing new networks across schools and the agencies who work with them; dealing with complex issues and incorporating into strategic plans; creating a holistic view; working effectively with a range of people and agencies to support good governance; reading social situations and networks, interacting smoothly, managing conflict and building bonds; promoting innovation and research based approaches to evaluating outcomes.
3. **Statutory responsibilities**  
Relevant legislation and regulations; consequences of/penalties for non-compliance; importance of monitoring compliance; systems for monitoring compliance; making improvements to compliance systems.

## Outcomes and assessment requirements

These are the criteria against which candidates will be expected to collect evidence for their portfolio

Outcomes	Assessment requirements
<b>1. Communicate appropriately with key partners</b> to promote vision for improvement and gain information for decision making purposes	<b>To achieve each outcome a candidate must demonstrate the ability to:</b> <ul style="list-style-type: none"> <li>a) assess the roles of key partners and their roles</li> <li>b) Share evidence with key partners to gain a fully informed basis for proposing action and decision making</li> <li>c) Present a clear vision for improvement in specific contexts</li> </ul>
<b>2. Work with partnerships and networks to promote effective governance</b>	<ul style="list-style-type: none"> <li>a) Identify partnership organisations</li> <li>b) Work with local authority, community, partner and agency stakeholders to develop and implement integrated strategic plans</li> <li>c) Work with voluntary and community organisations in the development and evaluation of systems of good governance</li> </ul>
<b>3. Establish statutory responsibilities of partnerships</b> and ensure they are met	<ul style="list-style-type: none"> <li>a) Establish statutory responsibilities of partnerships</li> <li>b) Monitor compliance with statutory responsibilities</li> <li>c) Establish areas where statutory responsibilities are not being met and suggest methods/systems to ensure compliance</li> </ul>





Powerpoint presentation